Evaluation of Services and Facilities by Former College, University College, and Institute Students

Special Report on Services and Facilities from the 1999 BC College and Institute Student Outcomes Survey

BRITISH COLUMBIA
Ministry of Advanced Education, Training and Technology

OWG
Outcomes Working Group

Centre For Education Information

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Highlights

- *A large majority of former students across the province reported that they found a climate free from harassment or discrimination at their colleges, university colleges, and institutes.*

- *Former students said they needed more help finding employment, especially students with disabilities and students from Arts and Sciences programs.*

- *Parking was rated "very poor" or "poor" by one-third of former students and was rated lower by younger students than older students. Almost one-half of former students said that public transit was "not applicable" to them.*

- *Applied and Adult Basic Education former students rated most services higher than former Arts and Sciences students.*

- *Former students with disabilities rated financial aid services less positively, were less satisfied with help finding employment, and were less likely to be working than other students.*

- *Former students from smaller institutions were more likely to rate their sense of safety and security at night as "very good" or "good" than those from medium or larger institutions.*

- *Larger campuses were rated higher with respect to public transit, recreation facilities, and places to socialize.*

Introduction

Report objectives

The purpose of this report is to examine how former students rated the services and facilities at public colleges, university colleges, and institutes. The BC Outcomes Working Group requested this analysis to provide helpful information to institutions, government, and students. Since support services can increase students' satisfaction and help them get the most out of their studies, a review of student services and facilities will help to improve the quality of students' educational experiences.

Data for this report

The BC College and Institute Student Outcomes Survey[1] is administered annually to all former students[2] of public colleges, university colleges, and institutes. In 1999, a series of questions on services and facilities was asked of approximately one-half of the 16,681 respondents to the survey.

Students were asked to name the campus on which they took most of their courses. If they were not affiliated with a particular campus, they were not asked to rate services and facilities that related specifically to a campus, such as classroom and recreation facilities. Other services, such as financial aid and help in finding employment were asked of all students in the sample, whether or not they had specified a particular campus.

Report format

This report presents former students' ratings of all services and facilities[3] and compares responses among groups of respondents to determine if some groups made different use of services and facilities or perceived their usefulness in different ways. Respondents were grouped according to age, gender, and program type (Arts and Sciences, Applied, or Adult Basic Education) and according to whether they were Aboriginal students, had disabilities, or had learned English as their second language. In addition, because services and facilities differ from institution to institution, responses have been summarized by size of institution, size of campus, and region. Individual reports by institution or campus are available to each institution's research office. The most striking findings from these breakdowns are reported in the body of this report, with detailed findings appended.[4]

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1. See Appendix A for a description of the Student Outcomes Survey Project.
2. For a description of terms used in this report, see the glossary in Appendix B.
3. A summary table of all ratings is included in Appendix C.
4. See Appendix D for comparative ratings.

Notes on percentages

The percentages of former students who rated services and facilities "very good" or "good" on a 5-point scale (very good, good, adequate, poor, very poor) are reported. Unless otherwise noted, each percentage is based on the number of students who answered the question—those who said "not applicable," refused the question, or said "don't know," were not included in the calculation.[5]

"Not applicable" responses are reported in some of the tables and charts. A "not applicable" response could indicate that there is a lack of service or that the service was not needed or wanted. The calculations of these percentages are based on the number of students who answered the question, including those who said "not applicable"—those who refused the question or said "don't know" were still excluded.

For consistency and ease of presentation, percentages in the report text and charts have been rounded to whole numbers; as a result, totals may not always add to 100.

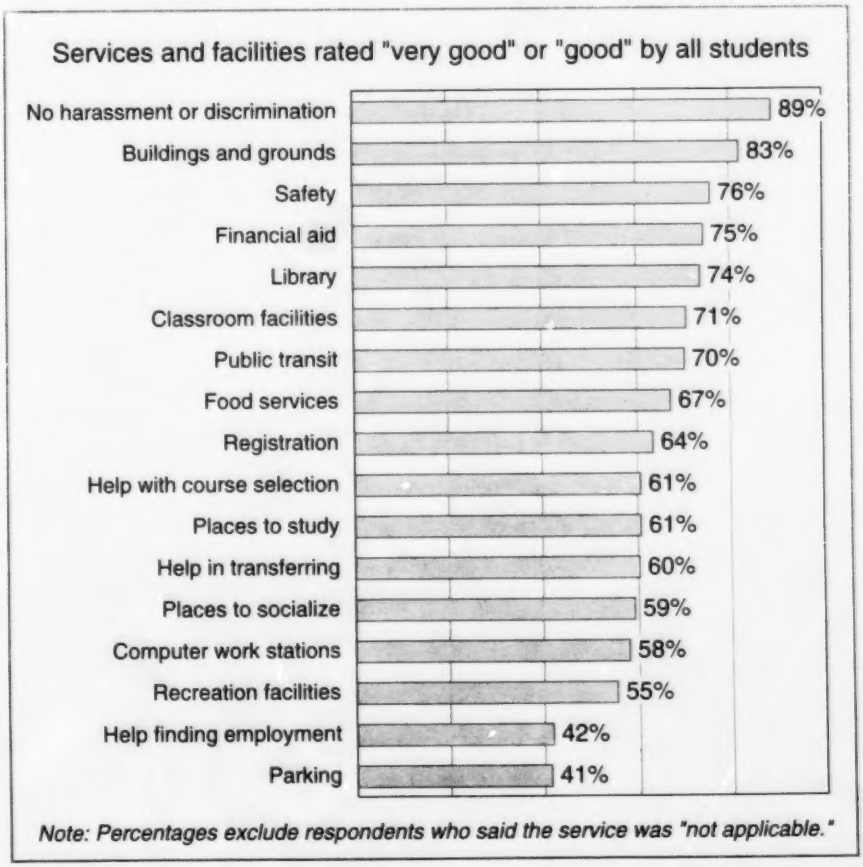
5. The BC College and Institute Student Outcomes 1999 Highlights presented percentages from the services questions which included "not applicable" responses.

Findings

All respondents at all institutions

Summary of all services and facilities

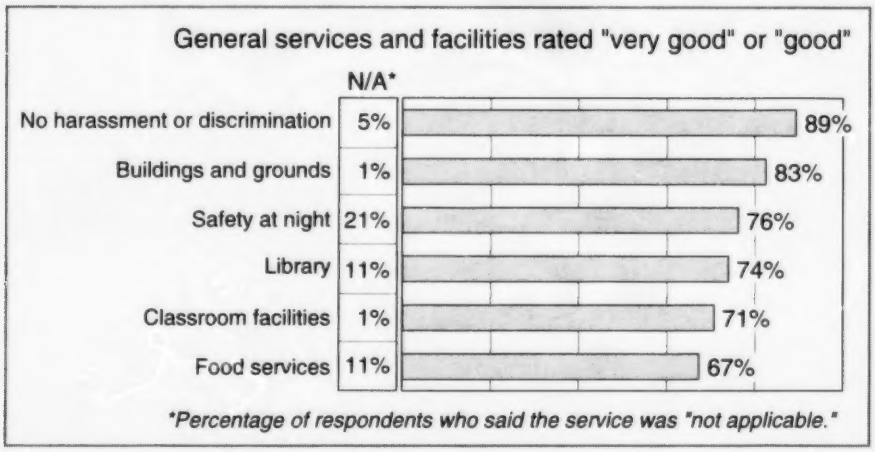
In general, former students who responded to the service and facility questions indicated they were satisfied with most of the services and facilities at their institutions. Most highly rated was the provision of a climate free from harassment or discrimination, with almost 90 percent of all respondents reporting a positive climate. The lowest ratings were given to parking facilities and to services the institutions provided to help students find employment. Even on the two least positively rated items, more than 40 percent of respondents provided positive feedback by saying the items were either "good" or "very good."



Note: Percentages exclude respondents who said the service was "not applicable."

General services

Several items required respondents to make an assessment of their overall opinion of climate or general services and facilities. These overview items were the most positively rated. Perceptions of a climate free from harassment or discrimination and a sense of safety and security at night each had a high percentage of respondents indicating the service was "very good" or "good." Facilities most commonly applicable to all students (buildings, grounds, and classrooms) and generic institutional services (library and food services) were also all rated positively by more than two-thirds of respondents. Former students were asked to note items that were not applicable to them; the majority of respondents considered all of these overview items to be applicable.

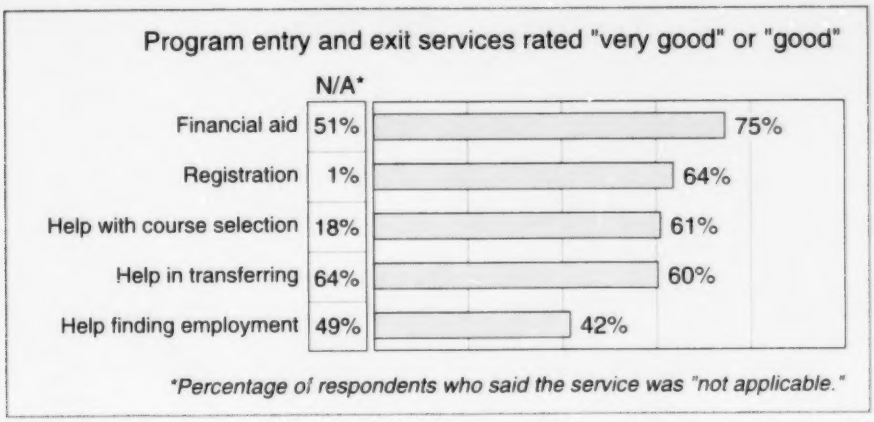


Program entry and exit services

Registration, help with course selection, and help securing financial aid are services available to all students to help them enter their program of study. Help in transferring[6] and help finding employment are services geared to linking students to their "next step" when they exit their program of study. Whereas registration, course selection, financial aid, and transfer assistance received moderately positive ratings, assistance in finding a job was one of the least positively evaluated services.

A higher percentage of respondents said that help in finding employment was applicable to them (51%), compared to transfer assistance (36%). However, a smaller percentage of respondents were positive about help finding employment compared to transfer assistance; over one third (37%) indicated that help finding employment was "very poor" or "poor."

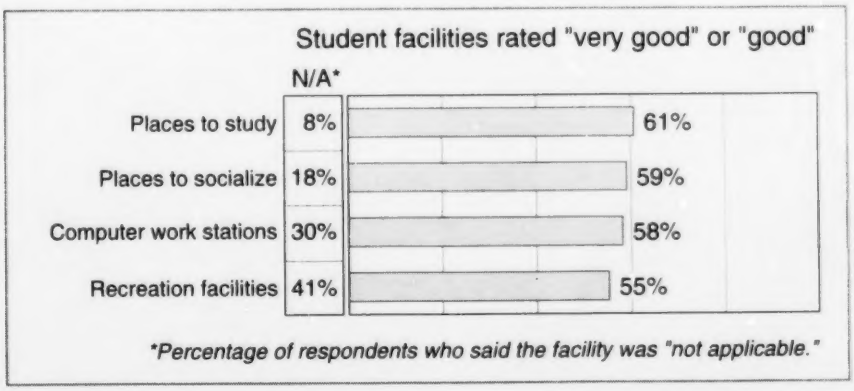
6. See the British Columbia Council on Admissions and Transfer 2001 report: *Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia.*



Student facilities

Four facilities that could be considered to enhance students' educational experience were rated: places to study, drop-in computer work stations, places for socializing, and recreational facilities. These were not as consistently perceived to be applicable by most former students. While places to study and places to socialize were applicable to most respondents (92% and 82% respectively), almost one-third indicated computer work stations were not applicable (30%), and 41 percent identified recreational facilities as not applicable to them.

Of respondents who said the item was applicable, these student facilities received moderate ratings: each facility was rated "good" or "very good" by 55 to 61 percent of respondents.



Although 55 percent of former students rated recreational facilities "very good" or "good," a high proportion of students gave it a negative rating: almost one quarter (23%) said those facilities were "very poor" or "poor." There is some difficulty interpreting students' rating of this service, because the term "recreation facilities" could include a wide variety of facilities, from sports fields, weight rooms, and swimming pools, to social areas such as coffee shops and pubs.

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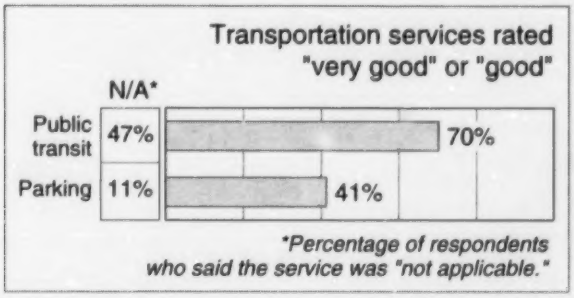
Transportation

Almost half (47%) of respondents reported that public transit was not applicable to them. Of those who used it, however, public transit was highly rated: 70 percent of respondents rated the service "very good" or "good." Parking, on the other hand, was considered applicable to almost 90 percent of all respondents and, as already noted, received one of the least favourable ratings of the 17 services and facilities evaluated. Only 41 percent of former students rated parking "very good" or "good," while 32 percent indicated that the service was "very poor" or "poor."



Comparative analyses

Institutional differences

Institution size

Size of institution (by number of students)[7] was an important factor in how former students rated many services and facilities. The following table shows the size of institution (small, medium, or large) where the service or facility named was given the most positive rating:[8]

Most positive rating of service or facility by institution size

Small institutions	Medium institutions	Large institutions
Parking	Buildings and grounds	Public transit
Safety at night	Food services	
Registration procedures	Financial aid services	
Help with course selection	Library services	
	Places to socialize	
	Places to study	
	Recreation facilities	

Location of institution had an impact on ratings of employment services. Former students in Northern BC and in the Lower Mainland gave the highest ratings: 45 and 44 percent, respectively, reported that the service was "very good" or "good." Respondents from Vancouver Island were next at 39 percent, followed by those from the Interior/Kootenays, with 37 percent indicating "very good" or "good."

7. See Appendix E for the size designations of institutions.
8. See Appendix D for comparative ratings.

Students who were working at the time of the survey rated employment services higher than those who were not working. A total of 45 percent of working respondents rated the service "very good" or "good," compared to 32 percent of non-working students. A regional comparison of students showed that there was a higher percentage of students in the Lower Mainland who indicated they were working full-time or part-time: 74 percent compared to 66 percent in Northern BC and 68 percent both in the Interior/Kootenays and on Vancouver Island.

Campus size

Former students were also grouped according to whether they had studied at a small, medium, or large campus.[9] There were differences in ratings for several of the services and facilities depending upon size of campus. In general, former students from medium and large campuses rated facilities such as buildings and classrooms higher, while those from smaller campuses rated registration and advising services somewhat higher. Computer drop-in stations were rated higher at smaller campuses while parking was rated the highest at medium-sized campuses. Some of the services could not be compared because of inadequate numbers of respondents from small campuses.

There are differences in availability of facilities and services between larger and smaller campuses in BC. This is reflected in the percentage of respondents who indicated the question was applicable to them. Respondents from larger campuses were more likely to report that public transit, safety at night, places to socialize, recreation facilities, food services, and library services were applicable to them, compared to respondents from small or medium sized campuses. Students from smaller campuses were more likely to report that drop-in computer facilities were applicable to them.

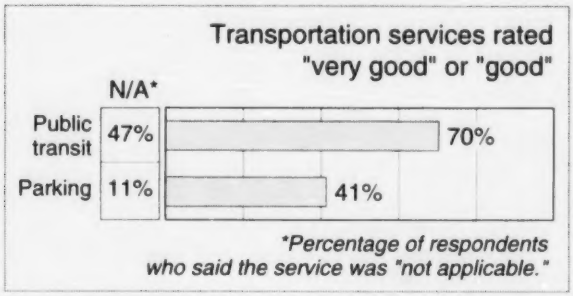
Not applicable ratings by size of campus

	Small %	Medium %	Large %
Public transit	58	60	43
Safety at night	29	28	18
Places to socialize	28	21	16
Recreation facilities	64	47	38
Food services	41	11	8
Library services	22	11	8
Computer drop-in stations	23	33	29

9. See Appendix F for categorization of small, medium, and large campuses.

Transportation

Almost half (47%) of respondents reported that public transit was not applicable to them. Of those who used it, however, public transit was highly rated: 70 percent of respondents rated the service "very good" or "good." Parking, on the other hand, was considered applicable to almost 90 percent of all respondents and, as already noted, received one of the least favourable ratings of the 17 services and facilities evaluated. Only 41 percent of former students rated parking "very good" or "good," while 32 percent indicated that the service was "very poor" or "poor."



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	Places to study	
	Recreation facilities	

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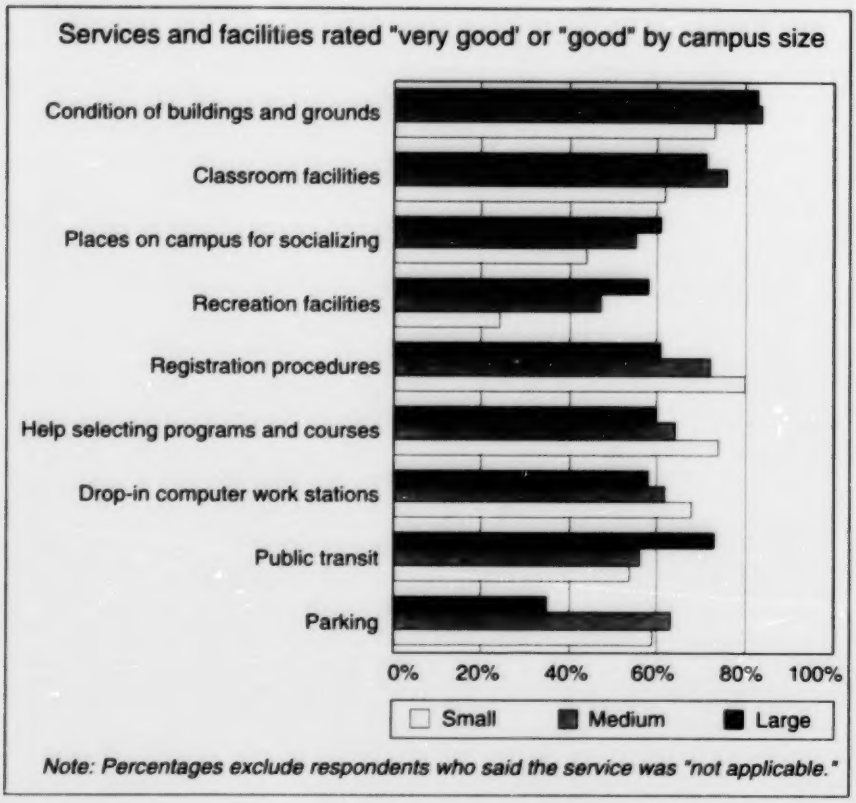
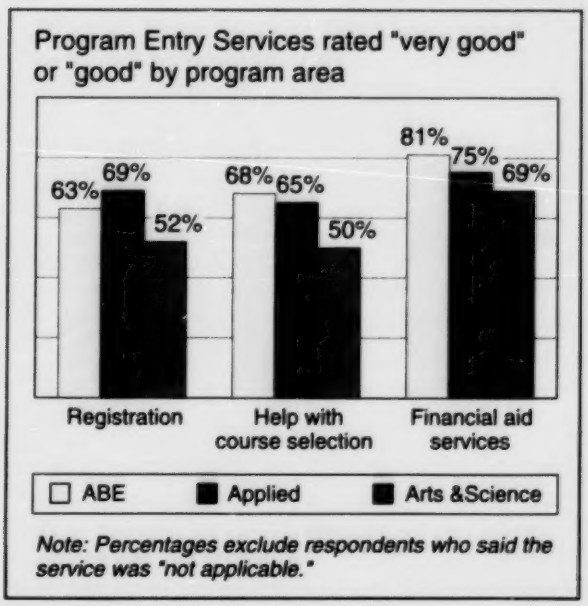


Program type differences

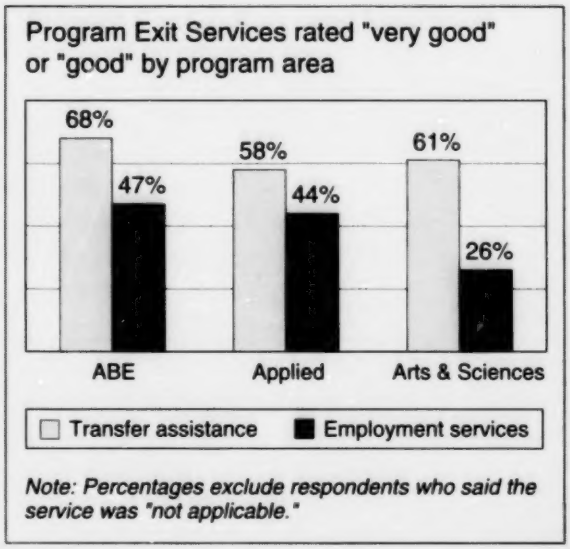


Former students who took Adult Basic Education (ABE) rated most services higher than other former students; those from Arts and Sciences programs were generally the least satisfied.[10] The greatest differences were in program entry and exit services.

Approximately one-half of former students from Arts and Sciences programs rated registration and course selection services as

10. See Appendix D for comparative ratings.

"very good" or "good," whereas closer to two-thirds of the ABE and Applied former students gave these services positive ratings. ABE former students also rated financial aid services higher than other students. A higher percentage of Applied respondents (25%) reported that course selection assistance was not applicable, compared to Arts and Sciences or ABE respondents (9%).



Help finding employment was the service with the most marked differences in satisfaction between former students in different program types. Applied and ABE former students gave higher ratings to help they received in finding employment than did Arts and Sciences former students. Only 26 percent of Arts and Sciences respondents said this service was "very good" or "good," compared to 44 percent of Applied and 47 percent of ABE respondents. Applied former students were far more likely than those from either of the other programs to say employment services were applicable to them.

Although ABE former students were somewhat more satisfied, there was little difference in the rating of transfer assistance by former students in Applied programs and those in Arts and Sciences programs. Arts and Science respondents, however, were far more likely to say this service was applicable to them (61% compared to 25% of Applied and 33% of ABE respondents).

Demographic differences

Age

Age of respondents was a factor in how former students rated many services and facilities. Older respondents gave a somewhat higher rating to several services and were, in general, slightly more satisfied with their studies; 86 percent of those over 30 compared to 83 percent of younger respondents said they were "completely" or "mainly satisfied" with their studies.

In particular, older former students rated program entry and exit services (registration, assistance with course selection, financial aid services, employment, and transfer assistance) higher. Older respondents were also more positive about library and parking facilities.

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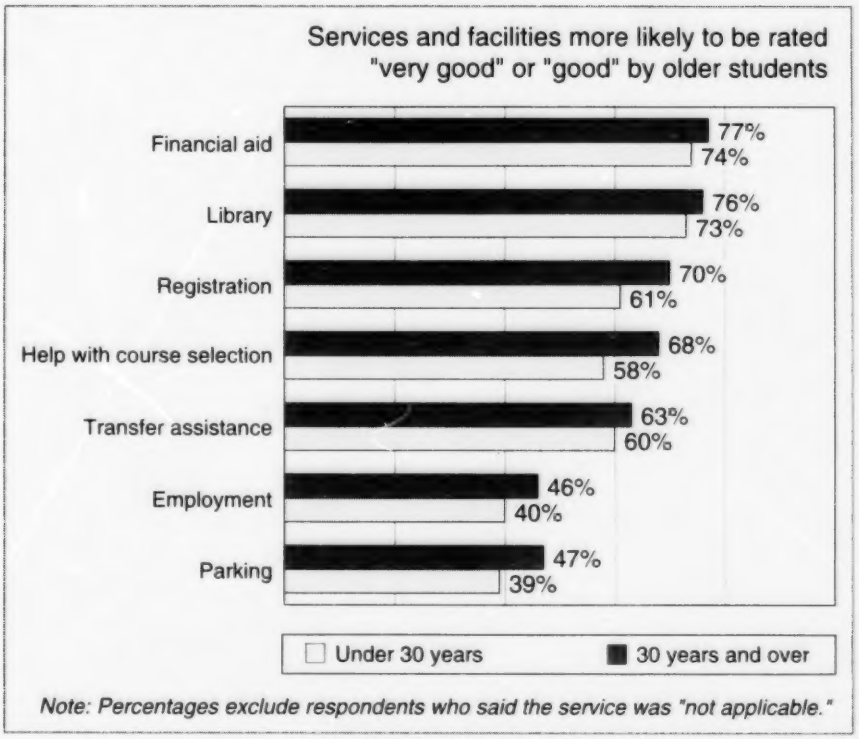


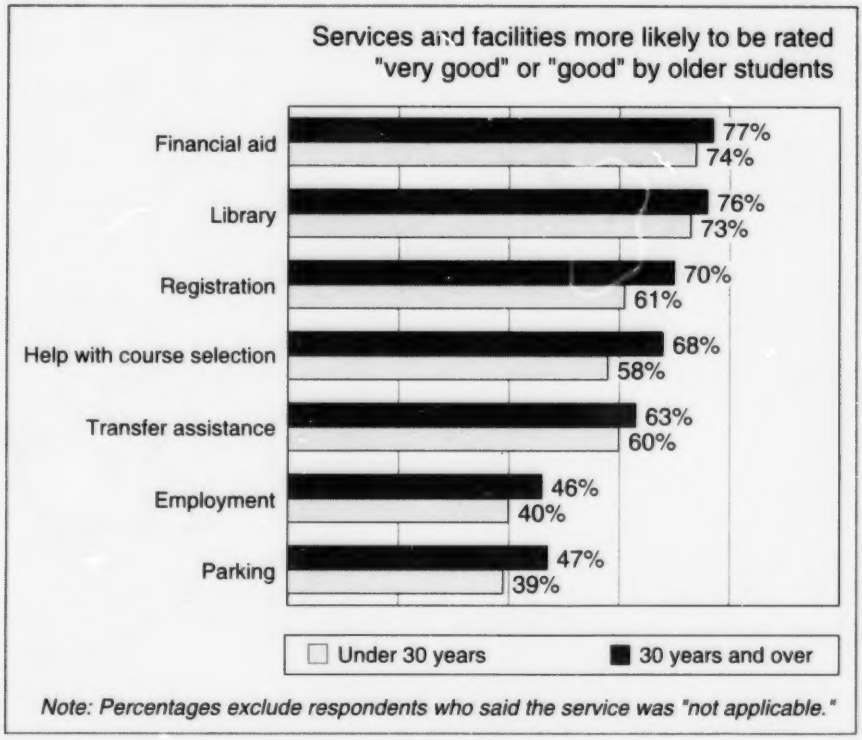
Note: Percentages exclude respondents who said the service was "not applicable."

When "not applicable" responses were analysed, older former students were more likely to report that transfer assistance, recreation facilities, and places to socialize were not applicable to them.

Younger respondents rated employment services lower and also had less favorable employment outcomes. When respondents were grouped into four age categories, those in the youngest age category (under 25) were less likely to be working at the time of the survey and more likely to be studying. Older respondents were in general more likely to be working in a training-related job, have a higher monthly salary, and rate their education very useful in getting their job.

Employment, usefulness of education, and salary by age

	Under 25	25–29	30–39	Over 40
Rated employment services "very good" or "good"	39%	41%	47%	44%
Currently employed	69%	74%	72%	72%
In a training-related job	39%	57%	63%	66%
Rated education "very useful" in getting job	41%	58%	66%	69%
Average full-time monthly salary	$2070	$2550	$2850	$2970



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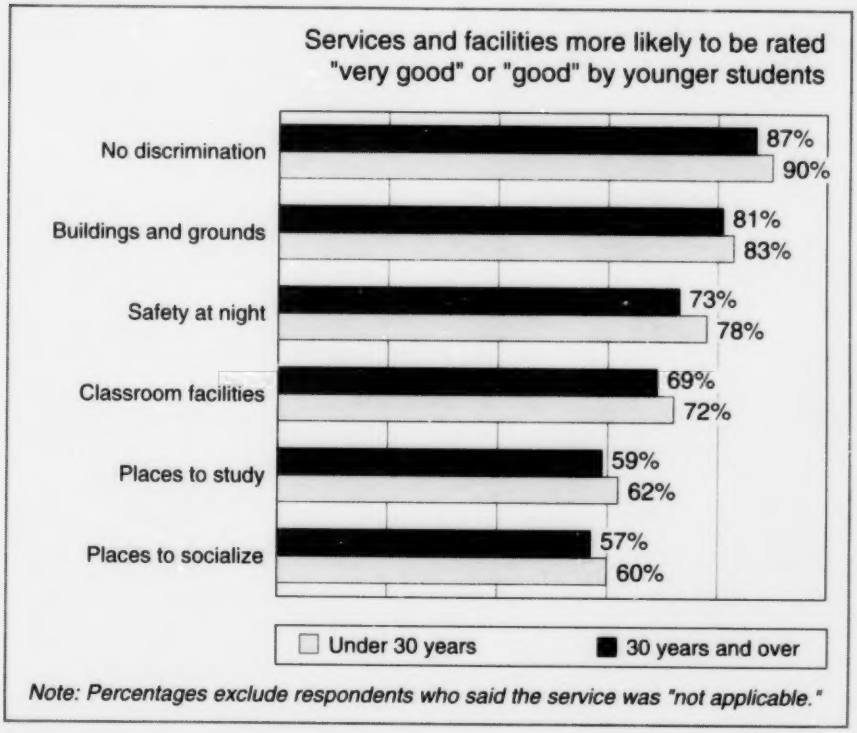
Average full-time monthly salary	$2070	$2550	$2850	$2970

Younger former students rated several services and facilities more positively than older students. The facilities that were rated higher by respondents under the age of 30 included buildings and grounds, classrooms, places to study, and places to socialize. They also rated their sense of safety and security at night and a climate free of harassment or discrimination higher than respondents 30 years and older.

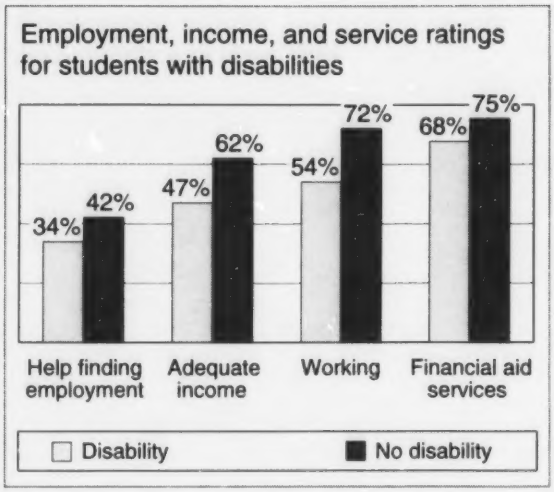


Former students with disabilities

Former students with disabilities[11] tended to give the same ratings to parking and buildings and grounds as other students. They gave only slightly lower ratings to classroom facilities, places to study, places to socialize, recreation facilities, and public transit. Slightly higher ratings were given to computer drop-in work stations.

Like respondents overall, those with disabilities gave moderately positive ratings to program entry services (registration and course selection). Program exit services, however, were perceived quite differently. Help in transferring to another school was given a less positive rating by students with disabilities. Fifty-one percent said it was "very good" or "good," compared to sixty-one percent of other students. Help in finding employment was one of the lowest rated services, and former students with disabilities rated it significantly lower than other respondents. A total of 52 percent rated it "very poor" or "poor," compared to 36 percent of other students.

11. See the glossary in Appendix B for a definition of students with disabilities.



Further analysis shows that former students with disabilities were much less likely to be working than other students. A total of 54 percent of respondents with disabilities indicated that they were working, compared to 72 percent of other respondents.

Former students with disabilities also rated financial aid services lower than other students. A total of 68 percent of students with disabilities said the service was "very good" or "good," compared to 75 percent of other students. Respondents were asked in the survey whether their total income was adequate to cover their educational and living expenses. Only 47 percent of respondents with disabilities said yes, compared with 62 percent of non-disabled respondents.[12]

Gender differences

The only striking difference between services and facilities ratings provided by male and female respondents was with females' sense of safety and security at night. Seventy-two percent of female former students rated security "very good" or "good," compared to 83 percent of male former students.

Aboriginal former students

Aboriginal former students gave ratings to the majority of facilities and services that were similar to the ratings of non-Aboriginal students.[13] The largest difference between the groups was that Aboriginal students rated a climate free of harassment or discrimination lower than other students; 83 percent indicated it was "very good" or "good," compared to 90 percent of non-Aboriginal students.

Students who had learned English as their second language

Former students who had learned English as their second language gave similar or somewhat higher ratings to most services and facilities compared to other students.[14] The only services that received a lower rating from students who had learned English as their second language were a climate free from harassment or discrimination, the condition of buildings and grounds, and food services.

12. This question was only asked of those students who said that government student loans were "very" or "somewhat" important to them.
13. See Appendix D for comparative ratings.
14. See Appendix D for comparative ratings.

Conclusion

Report objective

At the request of the BC Outcomes Working Group, this report was written to present feedback from former students who rated services and facilities at public colleges, university colleges, and institutes. This analysis provides information that could be used to enhance students' educational experiences.

Summary of findings

In general, the former students surveyed were positive about services and facilities, especially those reflecting their general experiences on campuses. A climate free from discrimination or harassment, a sense of safety at night, buildings and grounds, and classroom facilities received fairly high ratings.

Employment services received low ratings, overall. Students with disabilities, who were less likely to be working than other students, and Arts and Sciences respondents, whose education does not generally link them directly into the labour market, evidenced even less satisfaction with these services than respondents as a whole. In contrast, respondents who were employed tended to give higher ratings to employment services. Furthermore, older students, who were more likely to be working in a training-related job, were more positive about these services.

Transportation issues surface in complaints about lack of parking and negative ratings of parking services. Parking was applicable to almost all former students; on the other hand, public transit was not applicable to almost half of the respondents, possibly because of a lack of service in less urbanized areas of the province.

Most program entry and exit services (registration, help selecting courses, help transferring) received moderate ratings, although financial aid services received moderately high ratings. Comments provided by respondents focused on delays in service and the need for more information and guidance.

Most respondents used places to study and places to socialize, but computer work stations and recreation facilities had relatively high percentages of respondents who reported that these facilities were not applicable; they also received lower ratings than other facilities.

Finally, a look at different groups showed that former students with disabilities had more employment and financial issues while former students from Arts and Sciences programs seemed to be less positive about most services and facilities. In addition, older students differed somewhat from younger in how they rated services and facilities. There were also differences according to campus size: respondents at larger campuses were more satisfied with public transit, places to socialize, and recreation facilities.

Appendix A

About the Student Outcomes Survey Project

The BC College and Institute Student Outcomes Survey Project collects and disseminates information about former students' post-secondary experiences and their subsequent labour market and further education participation. The Student Outcomes Survey is administered annually to a number of former students of public colleges, university colleges and institutes in British Columbia. The findings serve to guide educational choices for future students, to demonstrate the success of the college and institute system in achieving its mandate, and to provide a solid basis for educational planning decisions.

This report is based on data from the Student Outcomes Survey conducted in the spring of 1999. Former students were contacted by telephone 9 to 20 months after completing all, or a significant portion, of their educational program. Input was received from 16,681 former students from 21 public colleges and institutes; this represents 49 percent of the targeted 33,852 former students.

Participating Institutions:	
British Columbia Institute of Technology (BCIT)	Nicola Valley Institute of Technology (NVIT)
Camosun College (CAM)	North Island College (NIC)
Capilano College (CAP)	Northern Lights College (NLC)
College of New Caledonia (CNC)	Northwest Community College (NWCC)
College of the Rockies (COTR)	Okanagan University College (OKN)
Douglas College (DGL)	Open Learning Agency (OLA)
Emily Carr Institute of Art and Design (ECIAD)	Selkirk College (SEL)
Justice Institute of BC (JINST)	University College of the Cariboo (CAR)
Kwantlen University College (KWN)	University College of the Fraser Valley (FVAL)
Langara College (LANG)	Vancouver Community College (VCC)
Malaspina University-College (MAL)	

The project is conducted with funding from the Ministry of Advanced Education, Training and Technology (MAETT) and from British Columbia's public colleges, university colleges and institutes. The British Columbia Outcomes Working Group (OWG) oversees all aspects of the project, from data collection through to the reporting of survey results. The OWG is a long-standing partnership among MAETT, colleges, university colleges, institutes, and system bodies, such as the Advanced Education Council of British Columbia and the BC Council on Admissions and Transfer.

Appendix B

Glossary

Adult Basic Education programs	Adult Basic Education (ABE) programs are defined as those that provide education in predominantly "academic" subjects at the secondary school level or below. For the purposes of this survey, students are considered to be in an ABE program if they have taken at least three ABE courses.
Applied programs	Applied programs include all programs that are designed to lead to employment in a relatively specific field. For this survey, they include programs of 0 - 6 months, 7 - 12 months, 13 - 36 months, and the upper level (3rd and 4th year) of applied baccalaureate programs. All applied programs, e.g., engineering, business, nursing, education, social work, and criminology, are included, whether or not the courses in the programs carry transfer credit.
Arts and Sciences programs	Arts and Sciences programs include programs which lead to a 2-year associate degree or a 4-year baccalaureate degree or programs consisting of courses in the liberal arts, humanities, social or physical sciences.
Cohort population	The 21 participating colleges, institutes, and university colleges identified 33,852 *former students* for participation in the survey. These students completed all, or the majority, of their program of study and left their program at some point between July 1st, 1998 and June 30th, 1999.
Labour force	The labour force includes people who are employed and those who are looking for work.
Respondent	A former student who responded to the 1999 BC College or Institute Outcomes Survey. Out of the 33,852 students surveyed, there were 16,681 respondents.
Students with a disability	Respondents who self-report having a long-term physical condition, mental condition, or health problem that limits the kind of activity possible at home, at school or at work.
Annual student contact hours	A unit of measure that represents the total number of hours of scheduled instruction given to students in one year (from the *Space Standards Review; College, University College and Institute System, June, 2000*)

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Appendix C

Summary table

Respondents were asked to rate the quality of services and facilities at either their campus or their institution in terms of how well they met their needs as a student. Rating percentages (very good, good, adequate, poor, very poor) do not include the students who said the question was not applicable. The percentage of former students who reported that the question was not applicable is reported in the final column.

Service or Facility	Very Good %	Good %	Adequate %	Poor %	Very Poor %	N	Not Applicable %
Help with course selection	19	42	28	9	2	6723	18
Registration procedures	18	46	23	10	3	8139	1
Classroom facilities	19	52	24	5	1	8068	1
Drop-in computer workstations	18	40	26	13	3	5650	30
Places to study	19	42	26	12	2	7454	8
A climate free of harassment or discrimination	50	39	8	2	1	7667	5
Library services	28	46	19	6	1	7380	11
Financial aid services	27	48	19	5	2	3964	51
Food services	20	48	24	7	2	7229	11
Recreation facilities	16	40	22	16	7	4654	41
Places on campus for socializing	16	44	26	12	3	6639	18
A sense of safety and security at night	28	48	18	5	1	6324	21
The condition of buildings and grounds	33	50	14	3	1	8068	1
Parking	11	30	27	22	10	7215	11
Public transit	22	48	18	8	3	4264	47
Help in finding employment	17	25	21	26	11	4128	49
Help in transferring to another school	19	42	22	13	4	2906	64

Appendix C

Summary table

Respondents were asked to rate the quality of services and facilities at either their campus or their institution in terms of how well they met their needs as a student. Rating percentages (very good, good, adequate, poor, very poor) do not include the students who said the question was not applicable. The percentage of former students who reported that the question was not applicable is reported in the final column.

Service or Facility	Very Good %	Good %	Adequate %	Poor %	Very Poor %	N	Not Applicable %
Help with course selection	19	42	28	9	2	6723	18
Registration procedures	18	46	23	10	3	8139	1
Classroom facilities	19	52	24	5	1	8068	1
Drop-in computer workstations	18	40	26	13	3	5650	30
Places to study	19	42	26	12	2	7454	8
A climate free of harassment or discrimination	50	39	8	2	1	7667	5
Library services	28	46	19	6	1	7380	11
Financial aid services	27	48	19	5	2	3964	51
Food services	20	48	24	7	2	7229	11
Recreation facilities	16	40	22	16	7	4654	41
Places on campus for socializing	16	44	26	12	3	6639	18
A sense of safety and security at night	28	48	18	5	1	6324	21
The condition of buildings and grounds	33	50	14	3	1	8068	1
Parking	11	30	27	22	10	7215	11
Public transit	22	48	18	8	3	4264	47
Help in finding employment	17	25	21	26	11	4128	49
Help in transferring to another school	19	42	22	13	4	2906	64

Appendix D

Comparative ratings

Services rated "very good" or "good" by size of institution

Service	N*	Small (%)	Medium (%)	Large (%)
A climate free of harassment or discrimination	7667	91	92	88
The condition of buildings and grounds*	8068	***84***	***87***	***80***
A sense of safety and security at night	6324	***82***	***72***	***75***
Financial aid services	3964	***73***	***79***	***73***
Library services	7380	***68***	***78***	***73***
Classroom facilities	8068	70	73	70
Public transit	4264	***56***	***64***	***74***
Food services	7229	***66***	***75***	***64***
Registration procedures	8139	***76***	***60***	***64***
Help with course selection	6723	***68***	***64***	***58***
Places to study	7454	***58***	***65***	***59***
Help in transferring to another school	2906	***64***	***65***	***58***
Places on campus for socializing	6639	***50***	***66***	***58***
Drop-in computer workstations	5650	57	60	58
Recreation facilities	4654	***52***	***65***	***51***
Help in finding employment when leaving program	4128	40	41	42
Parking	7215	***63***	***35***	***41***

**Respondents who said the service was "not applicable" were excluded.*
***Services bolded and italicized indicates there is a greater than 5% difference between groups.*

Services rated "very good" or "good" by age grouping

Service	N*	Under 30 years (%)	30 years and over (%)
A climate free of harassment or discrimination	7667	90	87
The condition of buildings and grounds	8068	83	81
A sense of safety and security at night	6324	78	73
Financial aid services	3964	74	77
Library services	7380	73	76
Classroom facilities	8068	72	69
Public transit	4264	70	70
Food services	7229	67	68
Registration procedures*	8139	***61***	***70***
Help with course selection	6723	***58***	***68***
Places to study	7454	62	59
Help in transferring to another school	2906	60	63
Places on campus for socializing	6639	60	57
Drop-in computer workstations	5650	59	58
Recreation facilities	4654	55	56
Help in finding employment when leaving program	4128	***40***	***46***
Parking	7215	***39***	***47***

**Respondents who said the service was "not applicable" were excluded.*
***Services bolded and italicized indicates there is a greater than 5% difference between groups.*

Comparative ratings, continued

Services rated "very good" or "good" by program type

Service	N*	Applied (%)	Arts & Sciences (%)	ABE (%)
A climate free of harassment or discrimination	7667	89	90	89
The condition of buildings and grounds	8068	***81***	***85***	***86***
A sense of safety and security at night	6324	76	76	77
Financial aid services	3964	***75***	***69***	***81***
Library services	7380	***75***	***69***	***81***
Classroom facilities	8068	69	73	74
Public transit	4264	***72***	***65***	***74***
Food services	7229	***69***	***62***	***73***
Registration procedures	8139	***69***	***52***	***63***
Help with course selection	6723	***65***	***50***	***68***
Places to study	7454	***62***	***57***	***65***
Help in transferring to another school	2906	***58***	***61***	***68***
Places on campus for socializing	6639	***60***	***54***	***68***
Drop-in computer workstations	5650	***58***	***57***	***64***
Recreation facilities	4654	***58***	***50***	***57***
Help in finding employment when leaving program	4128	***44***	***26***	***47***
Parking	7215	***43***	***37***	***45***

*Respondents who said the service was "not applicable" were excluded.
**Services bolded and italicized indicates there is a greater than 5% difference between groups.

Services rated "very good" or "good" by different groups*

Service	All students %	Students with disabilities %	Aboriginal students %	Learned English as second language %	Female students %
A climate free of harassment or discrimination	89	84	***83****	84	88
The condition of buildings and grounds	83	82	83	79	83
A sense of safety and security at night	76	72	72	76	**72***
Financial aid services	75	***68****	76	79	76
Library services	74	76	79	***81****	73
Classroom facilities	71	68	68	71	71
Public transit	70	69	70	***76****	70
Food services	67	69	69	63	67
Registration procedures	64	62	66	66	63
Help with course selection	61	65	65	66	61
Places to study	61	60	62	64	59
Help in transferring to another school	60	***51****	61	**66***	59
Places on campus for socializing	59	57	62	60	61
Drop-in computer workstations	58	61	62	60	59
Recreation facilities	55	53	54	56	57
Help in finding employment	42	***34****	41	47	44
Parking	41	42	42	43	41

* Respondents who said the service was "not applicable" were excluded.
** Indicates a greater than 5% difference from "All students".
*** Indicates a greater than 5% difference from male former students.

Appendix E

Institutional size and regional groupings

BC colleges, university colleges, and institutes were grouped according to the region in which they were located and by their size. The regional groupings are standard groupings used annually by the BC Colleges and Institutes Student Outcomes Project. Size groupings were made according to the number of funded full-time equivalents (FTE's) for 1999/00 for each institution, where small institutions had less than 2000 funded FTE's, medium institutions had between 2000 and 4999 FTE's, and large institutions had more than 5000 FTE's.

Region	Institution	Size
Interior and Kootenays	University College of the Cariboo	Medium
	College of the Rockies	Small
	Nicola Valley Institute of Technology	Small
	Selkirk College	Small
	Okanagan University College	Large
Lower Mainland	BCIT	Large
	Capilano College	Medium
	Emily Carr Institute of Art and Design	Small
	Kwantlen University College	Large
	Langara College	Large
	Open Learning Agency	Small
	University College of the Fraser Valley	Medium
	Vancouver Community College	Large
	Justice Institute	Small
	Douglas College	Large
Northern BC	College of New Caledonia	Medium
	Northern Lights College	Small
	Northwest Community College	Small
Vancouver Island	Camosun College	Large
	North Island College	Small
	Malaspina University College	Medium

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Appendix F

Campus size

Campuses at BC colleges, university colleges, and institutes were grouped according to size. Size groupings were made according to the Annual Student Contact Hours targeted for 2003 for each campus, where small campuses had less than 250,000 ASCHs, mid sized campuses had between 250,000 and 1,250,000 ASCHs, and large campuses had over 1,250,000 ASCHs. (Source: *Space Standards Review: College, University College and Institute System*, June 2000).

Small Campuses	Institution	Medium Campuses	Institution	Large Campuses	Institution
Merritt	University College of the Cariboo	Salmon Arm	Okanagan University College	North Kelowna	Okanagan University College
Nechako	College of New Caledonia	Prince Rupert	Northwest Community College	Prince George	College of New Caledonia
Houston	Northwest Community College	Powell River	Malaspina University College	Surrey	Kwantlen University College
MacKenzie	College of New Caledonia	Sea Island	BCIT	Abbotsford	University College of the Fraser Valley
Grand Forks	Selkirk College	Penticton	Okanagan University College	Kelowna	Okanagan University College
Golden	College of the Rockies	Port Alberni	North Island College	Richmond	Kwantlen University College
Port Hardy	North Island College	Dawson Creek	Northern Lights College	Interurban	Camosun College
Squamish	Capilano College	Cowichan	Malaspina University College	Landsdowne	Camosun College
Hazelton	Northwest Community College	Nelson	Selkirk College	City Centre	Vancouver Community College
Kitimat	Northwest Community College	Downtown	BCIT	King Edward	Vancouver Community College
Creston	College of the Rockies	Fort St. John	Northern Lights College	Lynmour	Capilano College
Fernie	College of the Rockies	Vernon	Okanagan University College	Kamloops	University College of the Cariboo
Mission	University College of the Fraser Valley	Terrace	Northwest Community College	Nanaimo	Malaspina University College
Quesnel	College of New Caledonia	Campbell River	North Island College	Royal	Douglas College
Sechelt	Capilano College	Courtenay /Comox	North Island College	Langara	Langara College
Chetwynd	Northern Lights College	Chilliwack	University College of the Fraser Valley	Burnaby	BCIT
Parksville	Malaspina University College	Castlegar	Selkirk College		
Smithers	Northwest Community College	Granville Island	Emily Carr Institute of Art and Design		
Merritt	Nicola Valley Institute of Technology	Cranbrook	College of the Rockies		
Williams Lake	University College of the Cariboo	Langley	Kwantlen University College		
PMTC	BCIT	Newton	Kwantlen University College		
Lake district	College of New Caledonia	David Lam	Douglas College		
Trail	Selkirk College				
Fort Nelson	Northern Lights College				

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Small Campuses	Institution	Medium Campuses	Institution	Large Campuses	Institution
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Nechako	College of New Caledonia	Prince Rupert	Northwest Community College	Prince George	College of New Caledonia
Houston	Northwest Community College	Powell River	Malaspina University College	Surrey	Kwantlen University College
MacKenzie	College of New Caledonia	Sea Island	BCIT	Abbotsford	University College of the Fraser Valley
Grand Forks	Selkirk College	Penticton	Okanagan University College	Kelowna	Okanagan University College
Golden	College of the Rockies	Port Alberni	North Island College	Richmond	Kwantlen University College
Port Hardy	North Island College	Dawson Creek	Northern Lights College	Interurban	Camosun College
Squamish	Capilano College	Cowichan	Malaspina University College	Landsdowne	Camosun College
Hazelton	Northwest Community College	Nelson	Selkirk College	City Centre	Vancouver Community College
Kitimat	Northwest Community College	Downtown	BCIT	King Edward	Vancouver Community College
Creston	College of the Rockies	Fort St. John	Northern Lights College	Lynmour	Capilano College
Fernie	College of the Rockies	Vernon	Okanagan University College	Kamloops	University College of the Cariboo
Mission	University College of the Fraser Valley	Terrace	Northwest Community College	Nanaimo	Malaspina University College
Quesnel	College of New Caledonia	Campbell River	North Island College	Royal	Douglas College
Sechelt	Capilano College	Courtenay /Comox	North Island College	Langara	Langara College
Chetwynd	Northern Lights College	Chilliwack	University College of the Fraser Valley	Burnaby	BCIT
Parksville	Malaspina University College	Castlegar	Selkirk College		
Smithers	Northwest Community College	Granville Island	Emily Carr Institute of Art and Design		
Merritt	Nicola Valley Institute of Technology	Cranbrook	College of the Rockies		
Williams Lake	University College of the Cariboo	Langley	Kwantlen University College		
PMTC	BCIT	Newton	Kwantlen University College		
Lake district	College of New Caledonia	David Lam	Douglas College		
Trail	Selkirk College				
Fort Nelson	Northern Lights College				